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ABSTRACT

A longitudinal followup study, entitled Project Student Employment Experiences (SEE), examined the long-term employment experiences of former vocational education students, especially special needs population students, and the long-term effects of their training. During the project, researchers collected a 3-year followup information file on their first annual sample, selected and collected training information on a second annual sample, and conducted a study to assess the feasibility of utilizing franchise tax board records to locate former vocational students. The first and second annual samples consisted of 3,529 and 3,638 former students respectively. Based on data from the study, followup reports were written and sent to the study participants. Data from the third year followup indicate that 64 percent of the former vocational students were still attending school and that 56 percent of them were employed 1 year after high school.Only 36 percent of these employed students, however, had jobs related to their field of vocational training. Despite the fact that females averaged 46 cents less per hour than did their male counterparts, they rated their vocational training more favorably than did the males surveyed. (Appendixes to this report include the two followup reports, correspondence sent to the study participants, and the survey questionnaires.) (MN)

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STATEWIDE LONGITUDINAL FOLLOW-UP STUDY OF FORMER SECONDARY LEVEL VOCATIONAL EDUCATION STUDENTS (PROJECT SEE)

Report of Accomplishments for the Second Phase of the Study

Calvin E. Wright and Yungho Kim

Prepared for
Vocational Education Unit
California State Department of Education

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Table of Contents

	Page
Introduction	1
Summary of Accomplishments	3
Task 1: Conduct a Feasibility Study with the Franchise Tax Board	4
Task 2: Send Out Short Report to the First Annual Sample	5
Task 3: Collect Three-Year Follow-up Data from First Annual Sample	6
Task 4: Select Second Annual Sample	8
Task 5: Validate Second Annual Sample	9
Task 6: Collect Tracking Information from Second Annual Sample	10
References	12
Appendices	13
A. December 1982 Report to Follow-up Study Participants	13
B. First Mailing Cover Letter and Questionnaire Sent to the First Annual Sample	15
C. Reminder Postcard Sent to the First Annual Sample	17
D. Second Mailing Cover Letter and Questionnaire Sent to the First Annual Sample	18
E. Third Mailing Cover Letter and Questionnaire Sent to the First Annual Sample	20
F. Selection and Validation of the Second Annual Sample for Project SEE (January 1983)	22
G. Selected Data on Former Vocational Education Students One Year After High School (January 1983)	35
H. April 1983 Report to Follow-up Study Participants	46
I. First Mailing Cover Letter Sent to the Second Annual Sample to Request Tracking Information	48
J. Tracking Information Form Sent to the Second Annual Sample	49
K. Second Mailing Cover Letter Sent to the Second Annual Sample to Request Tracking Information	50

Introduction

In 1979 Vocational Education Unit staff decided to initiate a series of longitudinal surveys to run three to five years each on annual samples of vocational education program completers and leavers which would consist of both special needs and other students. This study is called Project SEE (Student Employment Experiences). It is currently being conducted by Educational Evaluation and Research, Inc., (EERI) under close state supervision.

Project SEE is being conducted to fulfill a State Department of Education need for information on the long-term employment experiences of former vocational education students, especially special needs population students, and on the long-range effects of their training. The background for the study has been reported in Wright and Kim (1982a) and in Kim and Wright (1983). Specific objectives of Project SEE are to address the following questions:

1. Are FUSE one-year follow-up results premature since former students did not have enough time to settle down or complete additional studies?
2. Are the former students working in the field of their training, especially special needs population students?
3. What is the salary of the former students? How does the salary of the special needs populations compare with those of other vocational education students?
4. How do the employment experiences of special needs populations students compare with those of other vocational education students?

The major events of Project SEE have been depicted in Wright and Kim (1982a) and in Kim and Wright (1983). Accomplishments during the first phase (1981-82) were presented in Wright and Kim (1982a, 1982b). This report summarizes accomplishments for the second phase of the study (1982-83). The objectives for 1982-83 were to:

1. Maintain contact with former vocational education students in the first annual sample.
2. Collect three-year follow-up data for the first annual sample.
3. Select and validate a second annual sample.
4. Collect tracking information from individuals in the second annual sample.
5. Conduct a feasibility study of utilizing Franchise Tax Board records.
6. Finalize the longitudinal study design and procedures.

The first five objectives above were met. However, Objective 5 was not met to the extent initially envisioned due to circumstances beyond EERI control. (This issue is discussed in greater detail in Task 1, below.) As a result, Objective 6, which provided for finalizing the study design in terms of continuing to use mail surveys or collecting data from the Franchise Tax Board, could not be met.

Summary of Accomplishments

Project accomplishments are summarized below for project planning and management and for the tasks specified in the EERI proposal. The tasks were: conduct feasibility study with the Franchise Tax Board, send out short report to the first annual sample, collect three-year follow-up data from the first annual sample, select the second annual sample, validate the second annual sample, and collect tracking information from the second annual sample.

Project Planning and Management

1. The contract for the project was approved by the Department of General Services on September 8, 1982, and received September 17. A start date of August 1 had been assumed in the proposal.

2. A detailed list of project tasks and subtasks was prepared, and task schedules were reviewed. The proposal for the second phase of Project SEE was prepared in December 1981, seven months before the design that resulted from the first phase (Wright and Kim, 1982a). The two documents were compared in terms of content and schedule, and differences were noted. Generally the design contained activities not included in the proposal. The schedules for the major tasks also differed somewhat, with the design generally calling for earlier start dates by a month or two. Since the design was more up-to-date than the earlier proposal, it was used to guide the second phase of Project SEE. Except for certain details, the two documents are compatible.

3. In reviewing the budget for the second phase of Project SEE, it was found that funds for data processing were underestimated considerably. This occurred since the proposal was prepared before EERI staff actually undertook data processing activities as part of the first phase. A request was subsequently submitted to change the line items of the budget.

4. Nine meetings were held with the project monitors. (Effective April 1, 1983, Roland M. Boldt replaced Ernest R. Neasham as project monitor.) The meetings were held in Sacramento, Oakland, and Menlo Park.

5. There were numerous telephone conversations with the project monitors to discuss various aspects of the project.

6. Eight progress reports were prepared and submitted.

7. In December information for potential inclusion in a pending accountability report was prepared and sent to the project monitor.

8. Information was received from the Department of Motor Vehicles about the Drivers Record Information Service, which may need to be used later to obtain current address information for Project SEE participants. The charge is $1 to $2 per record requested, depending upon whether drivers license number or birthdate is supplied to DMV. However, a similar service is available for state agencies at no charge.

Task 1: Conduct Feasibility Study with Franchise Tax Board

1. This task provided for preparing for and implementing a feasiblity study to obtain occupational and salary information from the Franchise Tax Board (FTB), and reporting findings and a final Project SEE design. The FTB can supply statistical data on groups of persons, but not individual tax information. To obtain the information the FTB must be supplied with the social security number of each individual. However, on May 15, 1982, a letter was received from the project monitor that executive staff of the Department of Education would not, at that time, give EERI authority to collect social security numbers from former students. Accordingly, these numbers were not requested as part of the tracking information obtained from members of the first annual Project SEE sample. This left the status of the feasibility study in doubt.

2. Efforts were undertaken to see if there was some other reasonable way to obtain an individual's social security number without asking him or her. The Department of Motor Vehicles was contacted to find out if social security number is in a driver's record so that it could be obtained if the drivers license number or birthdate were known. Social security number is not, however, in the DMV files. A member of the staff of the Chancellor's Office of the California Community Colleges was contacted since they, too, are investigating ways of obtaining information about former students from state files. To the best of his knowledge, social security number is always needed to access other information. In addition, there may be privacy act considerations if an attempt is made to obtain these number other than from the individual himself or herself.

3. The status of the feasibility study remained in doubt until the middle of January 1983 when word was received from the project monitor that the vocational education unit has no objections to EERI initiating the feasibility study with the Franchise Tax Board. This involved collecting, on a voluntary basis, social security numbers from members of the Project SEE second annual sample. These numbers were collected along with other tracking information as part of Task 6, starting in May.

4. In June a meeting was held with the project monitor and staff at the Franchise Tax Board. After the meeting a list of 50 randomly selected names and social security numbers was sent so that the FTB could determine the number of these individuals for whom usable data are available. The results of this trial were received in July. Tax returns for the 1982 income year were found for only 29 of the 50 former students. (These were students who completed or left a high school vocational education program in 1981.) The data will need to be studied further and another meeting scheduled with FTB staff to clarify some of the findings. Hence, the feasibility study cannot be completed until the third phase of Project SEE.

Task 2: Send Out Short Report to the First Annual Sample

1. This task was scheduled for November 1982. In October preliminary work began for the preparation of a short two-page report to be sent to participants in the first annual sample along with an address correction card. However, little data of potential interest to participants that had not been used before was available. The project monitor was, therefore, asked to supply information on the current FUSE group when it became available. This information was received late in November.

2. The report was drafted, sent to the project monitor for review and approval, and printed. A copy of the December 1982 report is given in Appendix A. Arrangements were also made to print a business reply address correction card to be sent to participants with the report, and to print return address information on window envelopes to be used for mailing the report.

3. In preparation for preparing labels for mailing the report to the first annual sample, the computer tracking information file was updated on the basis of 624 documents received since the file was last updated. As of the end of December, the file had been updated for 1,336 members of the first annual sample (38%). Tracking information forms were returned by 1,085 participants, or 31%. Address correction cards were returned by the Postal Service for another 72 participants (2%) who did not also return a form. In addition, letters were undeliverable for 178 sample members (5%) for various reasons. At least 16% of these were returned since a change of address forwarding order had expired, but this represents less than 1% of the total sample.

4. The tracking information file was used to generate mailing labels for all participants except for those five where EERI records indicate that there

is no such person or the person does not want to participate. A total of 3,524 labels were prepared. Included were labels for 173 persons to whom letters were previously undeliverable for various reasons. These persons were included to verify undeliverability.

5. The report was ready for mailing in December. However, the mailing was not made until the first part of January in order to avoid the holiday mail traffic. As of May 5 the following were received as a result of mailing the report: 185 letters returned as undeliverable (the mailing included letters to 173 persons to whom letters were previously undeliverable to verify undeliverability); 135 address correction forms returned by the Postal Service; and 180 name and/or address correction cards returned by participants.

6. Procedures for updating the tracking information file were modified to make them more efficient when used for Task 3.

Task 3: Collect Three-Year Follow-up Information from First Annual Sample

1. The three-year follow-up questionnaire and cover memo contained in the Preliminary Handbook for Project SEE Follow-up Studies (Wright & Kim, 1982a) were reviewed by the project monitor. They were then prepared for printing. A copy is included as Appendix B.

2. The Preliminary Handbook, but not the proposal for this project, provided for an additional report to participants to be included along with the mailing of the three-year follow-up questionnaire. Such a report was not prepared since all of the available data of potential interest to members of the first annual sample have already been included in previous reports sent to them.

3. The tracking information file was updated from documents returned as a result of sending out the second report to the first annual sample (Task 2). Since the initial contact with the first annual sample in June 1982, by May 5, 1983, tracking information or address change forms had been received for 1,132 (32.1%), while Postal Service address correction forms had been received for another 160 (4.5%). Although many participants did not respond, there were only 232 (6.6%) that were lost contact with (i.e., had letters returned as undeliverable or asked not to participate).

4. The first mailing of the follow-up questionnaires was made the week of May 17 to 3,405 participants (all except six who asked not to participate and 118 for whom letters had been returned twice as undeliverable).

5. During the week of May 30 reminder postcards were mailed to 2,867 participants for whom questionnaires had not been received and for whom letters had not been returned as undeliverable. A copy is included in Appendix C.

6. The tracking information file was updated as documents were returned as a result of the first mailing of the three-year follow-up questionnaire and the mailing of the reminder postcard. As of June 23, approximately one month after the first mailing, 1,344 documents had been received. Questionnaires had been received for 1,133 participants (33.3% of the 3,405 mailed), and letters had been returned as undeliverable for 102 (3.0%). In addition, address correction forms were received for 109 participants (3.2%). (It should be noted that an address correction form could be received for someone returning a questionnaire.)

7. A cover letter was prepared for the second mailing of the questionnaire and the questionnaire and cover letter were printed. A copy is shown in Appendix D.

8. The second mailing of the follow-up questionnaires was made June 22-24 to 2,223 participants (all those for whom a questionnaire had not been received except for eight who asked not to participate and 171 for whom letters had been returned twice as undeliverable).

9. The tracking information file was again updated as documents were returned. As of July 29 a total of 1,982 documents had been received: 1,668 questionnaires (49.0% of the 3,405 to whom questionnaires had been sent); 170 letters or postcards returned as undeliverable (5.0%); and 144 address correction forms (4.2%).

10. The cover letter was modified for the third mailing of the questionnaire, and the letter and questionnaire were again printed. A copy is given in Appendix E.

11. The third mailing of the questionnaire was made July 27-29 to 1,659 participants (all those for whom a questionnaire had not been received except for 10 who asked not to participate and 206 for whom letters had been returned twice as undeliverable). At the time the labels for this mailing were prepared, 1,637 questionnaires had been received. Forty-nine percent of these had been received from participants who previously returned either a tracking information form or an address correction form. Six percent were received from participants for whom a Postal Service address correction card was the only document previously received, 1% were from participants for whom a letter had previously been returned as undeliverable, and 44% were from participants for whom nothing had been received previously.

Task 4: Select Second Annual Sample

1. Necessary modifications were made to the data processing system and computer programs previously used so that the second annual sample could be selected and so that the selection of future samples will be facilitated. The following programs were prepared. The first four were used as part of Task 4, while the remainder were used as part of Task 5.

a. Examine and copy FUSE master tape received from the FUSE Data Processing Center.

b. Generate test data for testing computer programs.

c. Identify Project SEE population and obtain population statistics.

d. Select the Project SEE annual sample.

e. Obtain sample statistics.

f. Generate tracking information file.

g. List data for archives.

h. Store data on tape.

i. Prepare backup tape for project monitor.

2. The FUSE Master Tape of 1980-81 participants, from which the second annual Project SEE sample was to be selected, was received the fourth week of November from the FUSE Data Processing Center. However, all questionnaire data were missing from it. A new tape was requested and received the fourth week of December. The second FUSE master tape was examined, found to be complete, and copied. Test data were then generated and the programs noted in 1c through 1i above were tested.

3. The second annual Project SEE population was identified and population statistics were obtained. Reasons why cases were excluded from the FUSE population and the number so excluded are shown in Table 1. Last time (1981-82), there were 26,682 cases on the FUSE master file, and 11,054 (41.4%) were selected for the Project SEE population. This time the FUSE master file had 20,035 cases, and 11,547 (57.6%) were selected for the Project SEE population.

4. Population statistics were reviewed to determine whether the sampling plan used previously still appeared appropriate. It did. Strata sizes were then determined in preparation for selecting the Project SEE sample.

5. The second annual sample was selected. It consisted of 3,638 former students, or 31.5% of the Project SEE population of 11,547. The first annual sample consisted of 3,529 former students, or 31.9% of the first Project SEE

Table 1

Reasons FUSE Population Cases Were Excluded from the Project SEE Population

	N	Percent
Cases excluded since:		
Student questionnaire response source not first mailing, second mailing, or telephone (possible key entry errors)	127	.6
Student questionnaire undeliverable	1	.0
VEDS status unknown	8,315	41.5
Subtotal, FUSE "nonrespondents"	8,443	42.1
Program area not 01, 04, 07, 09.02, 14, or 17	41	.2
Student street address blank	4	.0
Total excluded	8,488	42.4
Cases remaining: Second annual Project SEE population	11,547	57.6
Total FUSE population	20,035	100.0

population of 11,054. The number of former students in the second annual population and sample are shown by strata in Table 1 of the report in Appendix F.

Task 5: Validate the Second Annual Sample

1. Sample statistics were obtained and, along with previously obtained population statistics, used to prepare a report titled "Selection and Validation of the Second Annual Sample for Project SEE." A draft of the report was sent to the project monitor for review and comment. Subsequently, 15 copies and the original were sent to the project monitor. A copy is included as Appendix F to this report.

2. Data on the Project SEE population which were available but not included in the report noted above were prepared for a special report not called for by the contract. A draft of the report, "Selected Data on Former Vocational Education Students One Year After High School," was sent to the project monitor for review and comment. Subsequently, the original and 25 copies were sent. A copy of the report is given in Appendix G.

3. The tracking information file for the second annual sample was generated. Data were listed for archives purposes, and necessary data were stored on tape. A backup tape was prepared and sent to the project monitor along with necessary documentation.

Task 6: Collect Tracking Information from Second Annual Sample

1. The first short report to be sent to the members of the second annual sample was prepared, reviewed by the project monitor, and printed. Fifty copies were sent to the project monitor. A copy of the report, dated April 1983, is enclosed as Appendix H.

2. A cover letter on Department of Education stationery to accompany the first mailing of a tracking information form was obtained from the project monitor and printed. A copy is enclosed as Appendix I.

3. The tracking information form was designed, reviewed by the project monitor, and printed. The information requested was: any change to the name or address of the participant, the name and address of a person who will know where to get in touch with the participant during the coming year, date of birth, driver's license number, telephone number, and social security number. A copy is shown in Appendix J. The form was on the back of a business reply envelope.

4. A tracking information computer file was generated and mailing labels were prepared for the 3,638 members of the second annual sample.

5. The cover letters, tracking information forms, and reports to participants were assembled and mailed April 29 to May 6.

6. The tracking information file was updated as documents were received as a result of mailing the tracking information form to members of the second annual sample. As of June 13: forms had been returned by 603 participants (16.6% of the total sample of 3,638); Postal Service address correction forms were the only documents received for 109 participants (3.0%); three participants (.1%) asked not to be participants; and letters had been returned as undeliverable for 196 participants (5.4%). For five of the 196 (2.6%), the addressee was unknown, for 15 (7.7%) there was insufficient address, for 59 (30.1%) a forwarding order had expired, while for 177 (59.7%) the returned letters were marked "not deliverable as addressed, unable to forward."

7. A cover letter to accompany the second mailing of the tracking information form was prepared and printed. A copy is shown in Appendix K. Additional copies of the tracking information form were also printed.

8. The second mailing of the tracking information form was made June 14 to 16. An additional copy of the report to participants was not included. The

mailing was made to 2,836 participants. This included all of those for whom a tracking form had not been received except for those who asked not to be participants (three) and those for whom letters had been returned as undeliverable (196).

9. As of July 29, a total of 1,569 documents had been received: 247 letters had been returned as undeliverable (6.6% of 3,638); 185 address correction forms were received from the Postal Service (5.1%); and 1,137 tracking forms had been returned by participants (31.3%). Generally, compared with the first annual sample, the percentage of participants returning forms was about the same while the percentages of address correction forms and letters returned as undeliverable were greater.

References

Kim, Y., & Wright, C. E. Selection and validation of the second annual sample for Project SEE. Menlo Park, California: Educational Evaluation and Research, Inc., 1983.

Wright, C. E., & Kim, Y. Preliminary handbook for Project SEE follow-up studies. Menlo Park, California: Educational Evaluation and Research, Inc., 1982. (a)

Wright, C. E., & Kim, Y. Statewide longitudinal follow-up study of secondary level vocational education program completers and leavers: Summary report of accomplishments for the first phase of the study. Menlo Park, California: Educational Evaluation and Research, Inc., 1982. (b)

Appendix A

PROJECT SEE
STUDENT EMPLOYMENT EXPERIENCES

REPORT TO FOLLOW-UP STUDY PARTICIPANTS

DECEMBER 1982

This is the second report to participants in Project SEE (Student Employment Experiences). Project SEE has been designed to fulfill a California State Department of Education need for information on the long-term employment experiences of former vocational education students. The major purpose of the study is to find out what happens to former students such as you three and five years after they completed or left high school.

WHY IT IS IMPORTANT FOR YOU TO PARTICIPATE

Some of you have asked why it is so important for you to participate in Project SEE. There are at least three ways that the study will help vocational education. First, the State of California gets millions of dollars a year from the federal government to help support vocational education. In order to get this money, the state has to provide certain information to the federal government. Project SEE will produce part of the required information. Second, the study will help identify those vocational education programs which are successful in placing students in training-related jobs. Third, information from Project SEE will be used to determine where state resources can best be spent so that more students can get jobs.

THANK YOU FOR SENDING THE CONTACT INFORMATION

Many of you returned the postcard enclosed with the June report that was sent to you. By doing so you gave us information that we can use to get in touch with you in the future. We appreciate your efforts. Another card is enclosed in case you have moved again or changed your name. The three-year follow-up questionnaire will be mailed to you next spring, and we want to make sure that it and other reports reach you.

EMPLOYMENT RATE DIFFERS BY AREA OF TRAINING

In the first report, we promised you more results from the one-year follow-up study that you participated in. Here they are!

One year after high school, 60% of the former vocational education students who answered the questionnaire were employed full or part-time. However, only 24% were employed in jobs which were related to their high school vocational training. As shown in Table 1, there were some differences in this employment rate among the areas of training. For instance, 78% of those who received Health Occupations training were employed, and 62% had jobs which were related to their high school vocational training. Meanwhile, for those who received Home Economics Related Occupations training, 55% were employed, but only 15% were in training-related jobs.

Table 1

Percentage of Former Vocational Education Students Who Were Employed and Who Were Employed in Training-Related Jobs

Area of High School Training	Percent Employed in Any Job	Percent Employed in Training-Related Jobs
Agriculture	59	23
Distributive Education	58	27
Health Occupations	78	62
Home Economics Related Occupations	55	15
Office Occupations	61	24
Trade and Industrial Occupations	59	23
ALL	60	24

EMPLOYERS SATISFIED WITH VOCATIONAL TRAINING IN HIGH SCHOOL

Project SEE will not include an employer survey. It will contact only former students like you. However, the one-year follow-up study that you participated in during 1981 did include an employer survey. Approximately 2,800 employers were asked to evaluate the training received by former vocational students who were working for them. About 68% of the employers responded. They provided ratings on three areas: Technical Knowledge, Work Attitudes, and Work Quality. They also gave an overall rating. As seen in Table 2, the employers gave a higher rating on Work Attitude and Work Quality than on Technical Knowledge. The employers considered the overall training received by 78% of the former students either good or very good.

Table 2

Employer Evaluation of Vocational Training Received by Former Vocational Education Students

	Percent of Former Students			
Employer Rating	Technical Knowledge	Work Attitude	Work Quality	Overall Rating
Good or Very Good	74	82	81	78
Average	24	16	17	20
Poor or Very Poor	2	2	2	2

LOWER EMPLOYMENT RATE FOR 1982 GROUP THAN FOR 1981 GROUP

As you may remember, each year a quarter of all the high school districts in California are involved in an annual follow-up survey of former vocational education students. Data are collected one year after students complete or leave a high school vocational education program. You were one of the 11,000 students who participated in the 1981 follow-up survey. This year, about 12,000 former students participated in the 1982 follow-up survey. Table 3 below compares the employment status of your group (1981) and this year's group (1982). For your group, 60% were working full-time or part-time one year after high school. For the 1982 group about 56% were working after one year. The percentage of people who were not in the labor force was 21% for both the 1981 and 1982 survey groups. These people were not seeking employment because of choice, illness, full-time student status, pregnancy, or other such reasons.

Table 3

Employment Status of Former Vocational Education Students

	Percent of Former Students					
	Male		Female		Total	
Employment Status	1981	1982	1981	1982	1981	1982
Employed	59	55	61	57	60	56
Military	6	5	1	1	3	3
Unemployed	14	19	17	21	16	20
Not in labor force	21	21	21	21	21	21

CLERICAL OCCUPATIONS MOST OFTEN REPORTED FOR BOTH 1981 AND 1982 GROUPS

Job information was reported by former students who completed vocational education programs and were working full-time one year after high school. From this job information the fields of employment were determined. Figure 1 shows a comparison of the job fields for the 1981 and 1982 survey groups. There were some differences between the two groups in the percentage of people who were working in a given field. However, for both years most students were working in clerical, service, sales, and mechanic and repairers occupations.

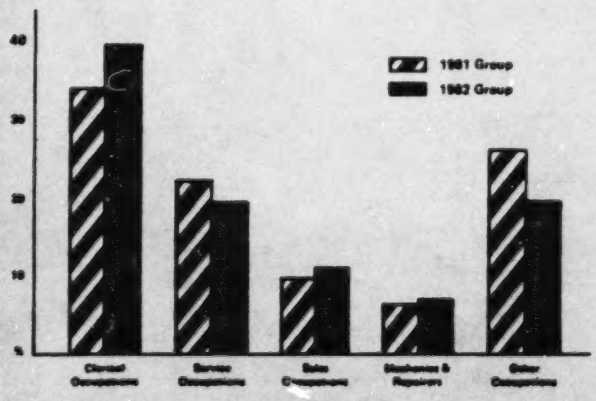

Figure 1: Occupational Field of Vocational Education Students, One Year After High School

NO DIFFERENCE IN PERCEPTIONS OF HIGH SCHOOL VOCATIONAL TRAINING BETWEEN THE TWO SURVEY GROUPS

About 6,500 former students in the 1981 survey and 6,000 in the 1982 survey reported how they felt about their high school vocational training. They were former students who were working full-time or part-time when the one-year follow-up survey was made. For both groups, about three-fourths felt that the training prepared them very well or fairly well for skills they needed on the job. Also, about 60% of them felt that the training was important in getting the job. Generally, the responses of the 1982 survey group were very similar to those of the 1981 group. The results are shown in Figures 2 and 3.

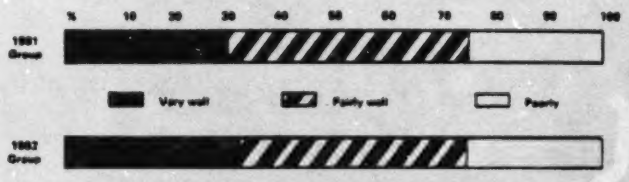

Figure 2: Responses to the question "How well did your high school vocational training prepare you for skills you need on your present job?"

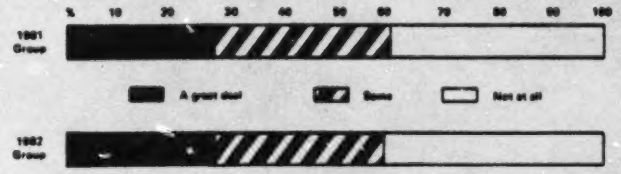

Figure 3: Responses to the question "Do you feel that your high school vocational training was important to you in getting your present job?"

THE THREE-YEAR FOLLOW-UP SURVEY IS COMING

In the Spring of 1983 you will receive the three-year follow-up questionnaire. You will also get another report with more results. As mentioned before, it is very important for the success of Project SEE that we receive a completed questionnaire from each of you. So if you have recently moved or changed your name, please complete and mail the enclosed card. The postage has been paid. We sincerely appreciate your efforts.

Project SEE Office
530 Oak Grove Avenue, Room 106
Menlo Park, CA 94025

Appendix B

First Mailing Cover Letter and Questionnaire Sent to the First Annual Sample

BILL HONIG
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO, CA 95814

April 22, 1983

Dear Vocational Education Survey Participant:

You may remember receiving last summer a letter notifying you that you had been selected to participate in Project SEE (Student Employment Experience). Project SEE is a long-term follow-up study to find out what former vocational education students do after leaving high school. Last summer many of you also provided us with up-to-date address information. We want to thank you for your cooperation.

We are now calling on you once more for help. Please fill out the enclosed short questionnaire, seal it, and return it as soon as possible. The postage has been paid. The purpose of this follow-up survey is to find out what is happening to you three years after leaving high school. Such information is very important to those who make plans and provide money for high school vocational education.

All information that you provide will be absolutely confidential; your name will never be published or associated in any way with your individual answers. The information obtained from this survey will be used only for research purposes and for educational policymaking.

Project SEE is part of our continuing effort to improve the schools in California. We need your help to successfully carry out this study. We thank you in advance for completing the questionnaire. You will be helping to get better education for those who are now in school.

Sincerely,

Roland M. Boldt, Administrator
Office of Vocational Education
(916) 445-8758

RMB:bcl

Enclosure

PROJECT SEE
STUDENT EMPLOYMENT EXPERIENCES

Three-Year Follow-Up Questionnaire
April 1983

If your name or address on the mailing label below is NOT correct, make necessary changes on it.

Project SEE is a long-term follow-up study to find out what former vocational education students do after leaving high school. Please complete this questionnaire and return it in the enclosed envelope to:

Project SEE Office
530 Oak Grove Avenue, Room 106
Menlo Park, CA 94025

1. What is your current educational status? *(Check one):*
   - _____ Currently attending a 4-year college or university
   - _____ Currently attending a junior or community college
   - _____ Currently attending a technical, trade, or business school
   - _____ Not attending school or college

2. What is your current employment status? *(Check one):*
   - _____ Employed (includes all employment, even if below your qualifications; does not include full-time military service)
   - _____ Employed (full-time military service)
   - _____ Unemployed (not employed, but actively seeking employment)
   - _____ Not in the labor force (not employed and not seeking employment because of choice, illness, full-time student status, pregnancy, or other such reason)

3. Since you left high school, have you received vocational training? *(Check all that apply):*
   - _____ No
   - _____ Yes, at a junior or community college
   - _____ Yes, at a technical, trade, or business school
   - _____ Yes, in an apprenticeship program
   - _____ Yes, in a regional occupational program or center
   - _____ Yes, other *(specify):* _____

4. Since you left high school, how many months have you been employed either full-time or part-time? *(Check one):*

_____ Never worked
_____ 1 to 6 months
_____ 7 to 12 months
_____ 13 to 24 months
_____ 25 to 36 months
_____ More than 36 months

5. Do you think that your high school vocational training was helpful to you in getting jobs?

_____ Not at all
_____ Some
_____ A great deal

If you are currently employed, please answer the remaining questions. Otherwise, skip the remaining questions and return this form in the enclosed envelope.

6. Please provide the following information on your present job:

Job title _____

Job duties _____

_____

7. How many hours per week do you work on this job? _____ hours per week

8. What is your current salary *before* deductions? $ _____ per week OR $ _____ per month

9. Is your present job related to the vocational training you received *at high school? (Check one):*

_____ Yes, it is directly or closely related
_____ No, it is only remotely related or is not related at all

10. Is your present job related to vocational training you received *after high school? (Check one):*

_____ Yes, it is directly or closely related
_____ No, it is only remotely related or is not related at all
_____ No, I did not receive any vocational training after high school

11. How satisfied are you with your present job?

_____ Dissatisfied
_____ Borderline
_____ Satisfied

Thank You For Your Help

Appendix C

Reminder Postcard Sent to the First Annual Sample

SPECIAL MESSAGE FOR PROJECT SEE PARTICIPANTS
WE REALLY NEED YOUR HELP!

A few days ago we sent you the Project SEE Three-Year Follow-up Questionnaire.

Please take a few moments to fill out and return the questionnaire that was sent to you. You will be helping get better education for those who are now in school.

Another questionnaire is being sent to you in case you misplaced the first one. If you already returned the questionnaire, please disregard this notice.

Thank you very much for your help.

PROJECT SEE
STUDENT EMPLOYMENT EXPERIENCES

Project SEE Office
530 Oak Grove Avenue, Room 106
Menlo Park, CA 94025

Appendix D

Second Mailing Cover Letter and Questionnaire
Sent to the First Annual Sample

Bill Honig
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

June 15, 1983

Dear Vocational Education Survey Participant:

Several weeks ago we sent you a questionnaire designed to help us improve our vocational education programs. We have not received your completed questionnaire. Just in case the first one was lost, we are sending another copy (on the back of this letter). Please fill out the questionnaire and return it as soon as possible.

All information that you provide will be absolutely confidential; your name will never be published or associated in any way with your individual answers. The information obtained from this survey will be used only for research purposes and for educational policymaking.

Project SEE is part of our continuing effort to improve the schools in California. We need your help to successfully carry out this study. We thank you in advance for completing the questionnaire. You will be helping to get better education for those who are now in school.

Sincerely,

Roland M. Boldt, Administrator
Office of Vocational Education
(916) 445-8758

RMB:bcl

Enclosure

PROJECT SEE
STUDENT EMPLOYMENT EXPERIENCES

Three-Year Follow-Up Questionnaire
April 1983

If your name or address on the mailing label below is NOT correct, make necessary changes on it.

Project SEE is a long-term follow-up study to find out what former vocational education students do after leaving high school. Please complete this questionnaire and return it in the enclosed envelope to:

Project SEE Office
530 Oak Grove Avenue, Room 106
Menlo Park, CA 94025

1. What is your current educational status? *(Check one):*
   - _____ Currently attending a 4-year college or university
   - _____ Currently attending a junior or community college
   - _____ Currently attending a technical, trade, or business school
   - _____ Not attending school or college

2. What is your current employment status? *(Check one):*
   - _____ Employed (includes all employment, even if below your qualifications; does not include full-time military service)
   - _____ Employed (full-time military service)
   - _____ Unemployed (not employed, but actively seeking employment)
   - _____ Not in the labor force (not employed and not seeking employment because of choice, illness, full-time student status, pregnancy, or other such reason)

3. Since you left high school, have you received vocational training? *(Check all that apply):*
   - _____ No
   - _____ Yes, at a junior or community college
   - _____ Yes, at a technical, trade, or business school
   - _____ Yes, in an apprenticeship program
   - _____ Yes, in a regional occupational program or center
   - _____ Yes, other *(specify):* _____

4. Since you left high school, how many months have you been employed either full-time or part-time? *(Check one):*

_____ Never worked
_____ 1 to 6 months
_____ 7 to 12 months
_____ 13 to 24 months
_____ 25 to 36 months
_____ More than 36 months

5. Do you think that your high school vocational training was helpful to you in getting jobs?

_____ Not at all
_____ Some
_____ A great deal

If you are currently employed, please answer the remaining questions. Otherwise, skip the remaining questions and return this form in the enclosed envelope.

6. Please provide the following information on your present job:

Job title _____

Job duties _____

_____

7. How many hours per week do you work on this job? _____ hours per week

8. What is your current salary *before* deductions? $ _____ per week OR $ _____ per month

9. Is your present job related to the vocational training you received *at high school? (Check one):*

_____ Yes, it is directly or closely related
_____ No, it is only remotely related or is not related at all

10. Is your present job related to vocational training you received *after high school? (Check one):*

_____ Yes, it is directly or closely related
_____ No, it is only remotely related or is not related at all
_____ No, I did not receive any vocational training after high school

11. How satisfied are you with your present job?

_____ Dissatisfied
_____ Borderline
_____ Satisfied

Thank You For Your Help

Appendix E

Third Mailing Cover Letter and Questionnaire Sent to the First Annual Sample

CALIFORNIA STATE DEPARTMENT OF EDUCATION **Bill Honig**
721 Capitol Mall Superintendent
Sacramento, CA 95814 of Public Instruction

July 25, 1983

Dear Vocational Education Survey Participant:

Several weeks ago we sent you a questionnaire to obtain information needed to help us improve our vocational education programs. We have not received your completed questionnaire. (If you recently mailed it, thank you very much.)

You were selected to participate since you returned a similar questionnaire in 1981. The information that you give us now will be related to the answers you gave in 1981. This will give us information that is rarely available about the long-term experiences of people who took vocational education courses in high school.

It is important that you send back the questionnaire. Only about 3,500 former high school students were chosen to participate in Project SEE from the 11,000 who answered in 1981. You may, then, be answering for as many as seven former high school students who are not in Project SEE.

Please complete and send in the questionnaire on the back of this page. Your answers will be strictly confidential and your name will never be used. Still, if there are any questions that you do not want to answer, simply leave them blank.

Project SEE is part of our continuing effort to improve the schools in California. *We need your help to successfully carry out this study.* A summary of the results will be sent to you when they are ready.

We thank you in advance for returning the questionnaire. You will be helping those still in school to get a better education.

Sincerely,

Roland M. Boldt, Administrator
Office of Vocational Education
(916) 445-8758

RMB:emf

PROJECT SEE
STUDENT EMPLOYMENT EXPERIENCES

(Please read the letter on the back)

Three-Year Follow-Up Questionnaire
April 1983

If your name or address on the mailing label below is NOT correct, make necessary changes on it.

Project SEE is a long-term follow-up study to find out what former vocational education students do after leaving high school. Please complete this questionnaire and return it in the enclosed envelope to:

Project SEE Office
530 Oak Grove Avenue, Room 106
Menlo Park, CA 94025

1. What is your current educational status? *(Check one):*
   - _____ Currently attending a 4-year college or university
   - _____ Currently attending a junior or community college
   - _____ Currently attending a technical, trade, or business school
   - _____ Not attending school or college

2. What is your current employment status? *(Check one):*
   - _____ Employed (includes all employment, even if below your qualifications; does not include full-time military service)
   - _____ Employed (full-time military service)
   - _____ Unemployed (not employed, but actively seeking employment)
   - _____ Not in the labor force (not employed and not seeking employment because of choice, illness, full-time student status, pregnancy, or other such reason)

3. Since you left high school, have you received vocational training? *(Check all that apply):*
   - _____ No
   - _____ Yes, at a junior or community college
   - _____ Yes, at a technical, trade, or business school
   - _____ Yes, in an apprenticeship program
   - _____ Yes, in a regional occupational program or center
   - _____ Yes, other *(specify):* _____

4. Since you left high school, how many months have you been employed either full-time or part-time? *(Check one):*

_____ Never worked
_____ 1 to 6 months
_____ 7 to 12 months
_____ 13 to 24 months
_____ 25 to 36 months
_____ More than 36 months

5. Do you think that your high school vocational training was helpful to you in getting jobs?

_____ Not at all
_____ Some
_____ A great deal

If you are currently employed, please answer the remaining questions. Otherwise, skip the remaining questions and return this form in the enclosed envelope.

6. Please provide the following information on your present job:

Job title _____

Job duties _____

_____

7. How many hours per week do you work on this job? _____ hours per week

8. What is your current salary *before* deductions? $ _____ per week OR $ _____ per month

9. Is your present job related to the vocational training you received *at high school? (Check one):*

_____ Yes, it is directly or closely related
_____ No, it is only remotely related or is not related at all

10. Is your present job related to vocational training you received *after high school? (Check one):*

_____ Yes, it is directly or closely related
_____ No, it is only remotely related or is not related at all
_____ No, I did not receive any vocational training after high school

11. How satisfied are you with your present job?

_____ Dissatisfied
_____ Borderline
_____ Satisfied

Thank You For Your Help

83-447-06

Appendix F

Educational Evaluation and Research, Inc.
250 S. CASTANYA WAY
MENLO PARK, CALIFORNIA 94025
(415) 325-3254

SELECTION AND VALIDATION OF THE SECOND ANNUAL SAMPLE FOR PROJECT SEE

Yungho Kim and Calvin E. Wright

Prepared for

Vocational Education Unit
California State Department of Education

January 1983

This report was prepared in accordance with Standard Agreement No. 0502 with the California State Department of Education.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Background	1
Objectives of the Study	2
METHOD	3
Selection of Second Annual Sample	3
Validation of Second Annual Sample	4
RESULTS	5
Racial/Ethnic Designation	5
Sex	6
Special Needs Status	6
Program Area	7
Completer/Leaver Status	7
Educational Status	8
Employment Status	8
Training - Job Relatedness	8
SUMMARY AND CONCLUSIONS	9
REFERENCES	10

LIST OF TABLES

Table		Page
1	Number of Former Students in the Second Annual Project SEE Population and Sample	4
2	Number and Percent of Students in Project SEE Population and Sample by Racial/Ethnic Designation	5
3	Number and Percent of Students in Project SEE Population and Sample by Sex	6
4	Number and Percent of Students in Project SEE Population and Sample by Special Needs Status	6
5	Number and Percent of Students in Project SEE Population and Sample by Program Area	7
6	Number and Percent of Students in Project SEE Population and Sample by Completer/Leaver Status	8
7	Number and Percent of Students in Project SEE Population and Sample by Educational Status	8
8	Number and Percent of Students in Project SEE Population and Sample by Employment Status	9
9	Number and Percent of Students in Project SEE Population and Sample by Training - Job Relatedness	9

INTRODUCTION

Background

Starting in 1977 staff in the Vocational Education Unit of the California State Department of Education began responding to provisions in the Vocational Education Amendments of 1976, Public Law 94-482, that strengthened requirements for accountability and for the evaluation of program effectiveness. One of the requirements is to evaluate the effectiveness of each formally organized program or project supported by federal, state, and local funds. These evaluations are to be in terms of student employment success as measured by: (a) rates of employment and unemployment; (b) wage rates; (c) duration of employment; and (d) employer satisfaction with performance of vocational education students as compared with performance of persons who have not had vocational education. The regulations also state that the state is to evaluate each of its programs in order to ascertain the extent to which both those students who complete a program and those students who leave before completing a program: (a) find employment in occupations related to their training, and (b) are considered by their employers to be well-trained and prepared for employment.

In order to meet the requirements, Vocational Education Unit personnel developed a follow-up system for vocational education students called FUSE (Follow-up of Students and Employers). The FUSE system has been implemented statewide since the 1980-81 school year. The goals of FUSE are to:

1. Provide reliable data on former vocational education students to satisfy the reporting requirements of the national Vocational Education Data System (VEDS).
2. Provide information on former vocational students that is useful to schools and state staff in planning and evaluating vocational education programs.

FUSE involves one-fourth of the secondary level local education agencies each year and yields information about former student experiences only about one year after the student has completed or left a program. It is widely believed, however, that one-year follow-up results are premature since former students should be given an opportunity to settle down or complete any additional studies before they are followed up. At the end of three years most former students will have more stable jobs, or will have completed their post-secondary vocational training and have been employed for at least one year. Thus, the need for a long-term follow-up study becomes apparent.

Another impetus for a statewide longitudinal follow-up study of secondary level vocational education program completers and leavers was the results of a 1979 study completed by the National Center for Research in Vocational Education (NCRVE). This study analyzed the ability of the California secondary vocational evaluation system to evaluate programs and services for special populations. These special populations are the disadvantaged, handicapped, minority group members, limited English-speaking, and women. The study concluded that through its vocational evaluation system the state would not have adequate data on the employment success of the special populations over time.

In 1979 the Vocational Education Executive Staff decided to initiate a series of longitudinal surveys to run three to five years each on an annual sample of vocational education program completers and leavers which would consist of both special needs and other students. This study is called Project SEE (Student Employment Experiences). It is currently being conducted by Educational Evaluation and Research, Inc., (EERI) under close state supervision.

Objectives of the Study

Project SEE is being conducted to fulfill a State Department of Education need for information on the long-term employment experiences of former vocational education students, especially special needs population students, and on the long-range effects of their training (Wright & Kim, 1981). Specific objectives of the study are to address the following questions:

1. Are FUSE one-year follow-up results premature since former students did not have enough time to settle down or complete additional studies?
2. Are the former students working in the field of their training, especially special needs population students?
3. What is the salary of the former students? How does the salary of the special needs populations compare with those of other vocational education students?
4. How do the employment experiences of special needs populations students compare with those of other vocational education students?

To provide an overall picture of this longitudinal follow-up study, the major events of the Project SEE are shown in Figure 1 below. The first annual sample was selected and validated in 1982 (Kim & Wright, 1982). Additional tracking information was collected from the former students in the sample, which

will be needed for the conduct of the three-year follow-up survey. This report is concerned with the selection and validation of the second annual sample for the study.

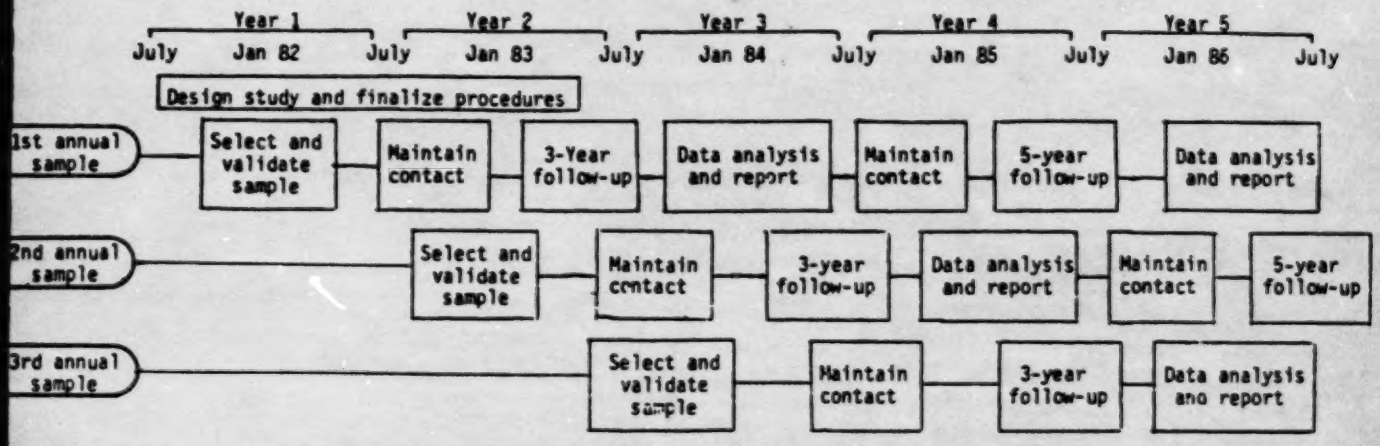

Figure 1: Major Events of Project SEE

METHOD

Selection of Second Annual Sample

As mentioned before, the population from which each annual Project SEE sample is to be drawn is those former students who responded to the annual FUSE survey. After reviewing 1982 FUSE results and estimating the Project SEE sample size using different sampling strategies, the following sampling plan was adopted.

First, all handicapped and limited English-speaking students were to be included in the sample. There were relatively few of these students in the FUSE group. Second, a sample of disadvantaged students was to be drawn. The sample size was to be twice what is needed for a 5% confidence level. Twice the 5% value was used assuming a 50% attrition rate. Third, for all remaining students the population was to be stratified by program area and within each of the six program areas a random sample was to be drawn. The sample size for each program area was to be twice what is needed for a 5% confidence level, or all former students if less. The FUSE population included a large number of females and former students whose racial/ethnic designation was other than white. Therefore, women and minority group members would be represented in the sample in about the same proportion as in the population.

The full 1982 FUSE file obtained from the FUSE Data Processing Center contained records on 20,035 former students which included nonrespondents. From these 20,035 records, 8,488 cases were eliminated since they were: FUSE nonrespondents, not in grade 11 or 12 or adult, had inappropriate program area codes, or were classed by FUSE as status unknown. This resulted in a Project SEE population of 11,547. The Project SEE second annual sample of 3,638 former students was then selected by applying the sampling plan described above. The number of former students in the Project SEE population and sample is shown in Table 1. The sample is 31.5% of the population.

Table 1

Number of Former Students in the Second Annual Project SEE Population and Sample

Group	Number of Students		Percent of Population
	Population	Sample	
Special Needs			
Handicapped	156	156	100.0
Limited English Proficient, not Handicapped	136	136	100.0
Disadvantaged, not Handicapped or LEP	1,013	545	53.8
Sum Special Needs	1,305	837	64.1
Non-Special Needs (not Handicapped, LEP, or Disadvantaged)			
Agriculture	648	485	74.8
Distributive Education	268	268	100.0
Health Occupations Education	111	111	100.0
Home Economics Related Occupations	462	462	100.0
Office Occupations	6,661	842	12.6
Trade and Industrial Occupations	2,092	633	30.3
Sum Non-Special Needs	10,242	2,801	27.3
Total	11,547	3,638	31.5

Validation of Second Annual Sample

To validate the Project SEE second annual sample, selected characteristics of the sample were compared with corresponding population characteristics. The

results are presented in the following section. The variables selected for this comparison were: racial/ethnic designation, sex, special needs status, program area, completer-leaver status, educational status, employment status, and training-job relatedness.

This validation information is needed to determine the representativeness of the annual sample selected. The information will be helpful in interpreting three-year follow-up data and in improving future Project SEE sampling designs.

RESULTS

The frequency and percent for the Project SEE population and sample on eight selected variables were obtained and compared to validate the second annual Project SEE sample. The results are shown in this section.

Racial/Ethnic Designation

The number and percent of former vocational education students in the population and sample by racial/ethnic designation are shown in Table 2 below.

Table 2

Number and Percent of Students in Project SEE Population and Sample by Racial/Ethnic Designation

Racial/Ethnic Designation	Population		Sample	
	Number	Percent	Number	Percent
American Indian or Native Alaskan	131	1.1	47	1.3
Filipino	176	1.5	50	1.4
Asian (not Filipino)	496	4.3	163	4.5
Black (not Hispanic)	906	7.8	384	10.6
Hispanic	1,793	15.5	621	17.1
White (not Hispanic)	8,030	69.5	2,370	65.1
Unknown	15	.1	3	.1
Total	11,747	100.0	3,638	100.0

The result shows that the Project SEE sample over-represents the black and Hispanic groups, while it under-represents the white other than Hispanic. This was expected because the sampling design called for over-sampling special needs students, such as the disadvantaged and limited-English proficiency students.

Sex

The number and percent of males and females in the Project SEE population and sample are shown in Table 3. The proportion of females in the sample (56.6%) is much smaller than the proportion in the population (61.8%). This is the

Table 3

Number and Percent of Students in Project SEE Population and Sample by Sex

Sex	Population		Sample	
	Number	Percent	Number	Percent
Female	7,137	61.8	2,060	56.6
Male	4,410	38.2	1,578	43.4
Total	11,547	100.0	3,638	100.0

effect of under-sampling the Office Occupations students, a large proportion of whom are female. Because of the large number of Office Occupations students in the population, only about 13% of them were selected for the Project SEE sample. For the other program areas 30% to 100% of the students were included in the sample.

Special Needs Status

Table 4 below presents the result of a comparison of the special needs status of former vocational education students in the second annual Project SEE population and sample. The sample over-represents all three categories of

Table 4

Number and Percent of Students in Project SEE Population and Sample by Special Needs Status

Special Needs Status	Population		Sample	
	Number	Percent	Number	Percent
Handicapped	156	1.3	156	4.3
Limited English Proficient, not Handicapped	136	1.2	136	3.7
Disadvantaged, not Handicapped or LEP	1,013	8.8	545	15.0
Non-Special Needs	10,242	88.7	2,801	77.0
Total	11,547	100.0	3,638	100.0

special needs students. Students with special needs accounted for about 11% of the population and 23% of the sample. This was expected because special needs students were purposely over-sampled.

Program Area

Table 5 below shows the number and percent of former students in the Project SEE population and sample by program area. The sample over-represents the small

Table 5

Number and Percent of Students in Project SEE Population and Sample by Program Area

Program Area	Population		Sample	
	Number	Percent	Number	Percent
Agriculture	705	6.1	528	14.5
Distributive Education	292	2.5	286	7.9
Health Occupations Education	210	1.8	173	4.8
Home Economics Related Occupations	545	4.7	514	14.1
Office Occupations	7,298	63.2	1,248	34.3
Trade and Industrial Occupations	2,497	21.6	889	24.4
Total	11,547	100.0	11,547	100.0

program areas (Agriculture, Distributive Education, Health Occupations Education, and Home Economics Related Occupations) because the sampling design called for over-sampling these areas to adequately represent the area. Likewise, the sample under-represents the largest program area, Office Occupations, because only about 13% of Office Occupations students needed to be included in the sample, compared with 30% to 100% for the other program areas. However, Office Occupations students are still the largest group in the sample, followed by Trade and Industrial Occupations students. The smallest group was Health Occupations Education students, followed by Distributive Education.

Completer/Leaver Status

The number and percent of completers and leavers for the second annual Project SEE population and sample are shown in Table 6 below. The proportion of completers in the sample is slightly larger than that for the population. The reason for this cannot be explained. However, the difference seems to be small enough to be ignored.

Table 6

Number and Percent of Students in Project SEE
Population and Sample by Completer/Leaver Status

Completer/Leaver Status	Population		Sample	
	Number	Percent	Number	Percent
Completers	10,139	87.8	3,234	88.9
Leavers	1,408	12.2	404	11.1
Total	11,547	100.0	3,638	100.0

Educational Status

Table 7 presents the result of comparing the population and sample in terms of the educational status of the former students. There was a slight difference

Table 7

Number and Percent of Students in Project SEE
Population and Sample by Educational Status

Educational Status	Population		Sample	
	Number	Percent	Number	Percent
Attending school	7,304	63.3	2,196	60.4
Not attending school	4,104	35.5	1,388	38.1
No response	139	1.2	54	1.5
Total	11,547	100.0	3,638	100.0

between the population and sample in the proportion of students attending school, but the difference was not significant. The Project SEE sample is comparable to the population with regard to the educational status of the former students.

Employment Status

The result of comparing the population and sample in terms of the employment status of the former students is shown in Table 8. There were no significant differences between the population and sample in terms of the employment status of former students, indicating the representativeness of the Project SEE sample.

Training - Job Relatedness

The number and percent of former students who were working on jobs closely

Table 8

Number and Percent of Students in Project SEE
Population and Sample by Employment Status

Employment Status	Population		Sample	
	Number	Percent	Number	Percent
Employed	6,432	55.7	1,925	52.9
Employed, military service	277	2.4	109	3.0
Unemployed	2,364	20.5	781	21.5
Not in the labor force	2,474	21.4	823	22.6
Total	11,547	100.0	3,638	100.0

related to their high school vocational training are shown in Table 9. The percentages for the population and sample are very similar, again indicating the representativeness of the Project SEE sample.

Table 9

Number and Percent of Students in Project SEE
Population and Sample by Training - Job Relatedness

Training - Job Relatedness	Population		Sample	
	Number	Percent	Number	Percent
Related	2,471	21.4	767	21.1
Not related	3,976	34.4	1,162	31.9
No response	5,100	44.2	1,709	47.0
Total	11,547	100.0	3,638	100.0

SUMMARY AND CONCLUSIONS

1. The sampling strategy for Project SEE worked adequately in the selection of the second annual sample. From a population of 11,547 former vocational education students, a sample of 3,638 (31.5%) was selected. This compares with a population of 11,054 students and a sample of 3,529 (32%) selected for the first annual sample (Kim & Wright, 1982).

2. The Project SEE sample over-represents former vocational education students with special needs and students from smaller program areas, such as Health

Occupations Education and Distributive Education. However, this was expected because the sampling design called for over-sampling these groups of students to adequately represent them.

3. Except for the variables on which an intentional over-sampling was done, the characteristics of the Project SEE sample were very similar to those for the population.

4. On the basis of the data available, there is no doubt about the representativeness of the Project SEE second annual sample.

REFERENCES

Kim, Y., & Wright, C. E. Selection and validation of the first annual sample for Project SEE. Menlo Park, California: Educational Evaluation and Research, Inc., May 1982.

Wright, C. E., & Kim, Y. Preliminary design for the statewide longitudinal follow-up study of secondary level vocational education program completers and leavers. Menlo Park, California: Educational Evaluation and Research, Inc., December 1981.

83-447-06

Appendix G

Educational Evaluation and Research, Inc.
250 S. CASTANYA WAY
MENLO PARK, CALIFORNIA 94025
(415) 325-3254

SELECTED DATA ON FORMER VOCATIONAL EDUCATION STUDENTS ONE YEAR AFTER HIGH SCHOOL

Prepared for

Vocational Education Support Services Section
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

January 1983

LIST OF TABLES

Table		Page
1	Educational Status of Former Vocational Education Students After One Year, by Program Area	2
2	Employment Status of Former Vocational Education Students After One Year, by Program Area	2
3	VEDS Employment Status of Former Vocational Education Students After One Year	3
4	Training and Job Relatedness of Former Vocational Education Students Who Were Employed After One Year	3
5	Training and Job Relatedness of Former Vocational Education Students Who Were Employed After One Year, by Program Area	4
6	Special Needs Status of Former Students by Program Area	4
7	Employment Status of Former Vocational Education Students After One Year, by Special Needs Status	5
8	Employer Ratings of Vocational Training of Former Students Who Were Employed After One Year	5
9	Employer Ratings of Relative Preparation of Former Students Who Were Employed After One Year	6
10	Occupational Field of Former Vocational Education Students Who Were Employed After One Year	7
11	Former Students' Evaluation of Their High School Vocational Training	8
12	Former Students' Evaluation of the Importance of Their High School Vocational Training	8

Introduction

Project SEE (Student Employment Experiences) has been designed to fulfill a California State Department of Education need for information on the long-term employment experiences of former vocational education students. The major purpose of the study is to find out what happens to former students three and five years after they completed or left high school.

Each year a quarter of all the high school districts in California are involved in a one-year follow-up survey called FUSE. Those FUSE respondents whose status is known one year after they completed or left a high school vocational education program become the Project SEE population from which an annual sample is selected to participate in Project SEE. The first annual Project SEE sample was selected last year.

From the 1982 Project SEE population of 11,547 former students, 3,638 students were selected as the second annual Project SEE sample. The selection and validation of this sample was reported elsewhere (Kim & Wright, 1983). The variables used in the sample validation were: racial/ethnic designation, sex, special needs status, program area, completer-leaver status, educational status, employment status, and training-job relatedness.

This report contains a set of tables which show additional selected data on the second annual Project SEE population. Where appropriate, the data are shown by program area.

Table 1

Educational Status of Former Vocational Education Students
After One Year, by Program Area

Program Area	Number of Students	Percents by Program Area		
		Attending School	Not Attending School	No Response
Agriculture	705	63.4	34.9	1.7
Distributive Education	292	59.9	38.0	2.1
Health Occupations Education	210	73.8	24.3	1.9
Home Economics Related Occupations	545	53.8	45.4	.7
Office Occupations	7,298	66.7	32.2	1.1
Trades and Industrial Occupations	2,497	54.6	44.0	1.4
All	11,547	63.3	35.5	1.2

Table 2

Employment Status of Former Vocational Education Students
After One Year, by Program Area

Program Area	Number of Students	Percents by Program Area			
		Employed	Military Service	Un-employed	Not in Labor Force
Agriculture	705	57.0	3.5	16.5	23.0
Distributive Education	292	56.5	3.4	23.6	16.4
Health Occupations Education	210	33.3	.5	31.0	35.2
Home Economics Related Occupations	545	53.8	2.2	21.1	22.9
Office Occupations	7,298	56.9	1.4	20.1	21.6
Trades and Industrial Occupations	2,497	54.2	5.0	21.2	19.6
All	11,547	55.7	2.4	20.5	21.4

Table 3

VEDS Employment Status of Former Vocational Education Students After One Year

VEDS Employment Status	Percents by Group		
	Males (N=4,410)	Females (N=7,136)	Males and Females (N=11,547)
Full-time military service	5.2	.7	2.4
Employed in a field related to training	17.0	24.0	21.4
Employed in a field not related to training, not pursuing additional education	15.1	12.4	13.4
Pursuing additional education (employed in a field not related to training, not in labor force, or employed)	52.9	51.8	52.2
Unemployed (seeking employment) and not pursuing additional education	7.5	7.7	7.6
Not in labor force and not pursuing additional education	2.3	3.4	3.0

Note. Vocational Education Data System (VEDS) employment status is determined on the basis of a former student's responses to three FUSE questionnaire items: educational status, employment status and training-job relatedness.

Table 4

Training and Job Relatedness of Former Vocational Education Students Who Were Employed After One Year

Job Relatedness	Percents by Group		
	Males (N=2,376)	Females (N=4,070)	Males and Females (N=6,446)
Yes, it is directly or closely related	31.7	42.2	38.3
No, it is only remotely related or it is not related at all	68.3	57.8	61.7

Note. Former students who were employed were asked: "Is this job related to your field of vocational training?"

Table 5

Training and Job Relatedness of Former Vocational Education Students Who Were Employed After One Year, by Program Area

Program Area	No. Students Employed	Percents by Program Area: Directly or Closely Related	Percents by Program Area: Remotely Related or Not Related
Agriculture	404	39.4	60.6
Distributive Education	165	52.1	47.9
Health Occupations Education	70	60.0	40.0
Home Economics Related Occupations	294	32.0	68.0
Office Occupations	4,158	38.5	61.5
Trades and Industrial Occupations	1,356	36.2	63.8
All	6,447	38.3	61.7

Note. Former students who were employed were asked: "Is this job related to your field of vocational training?"

Table 6

Special Needs Status of Former Students by Program Area

Program Area	Number of Students	Percents by Program Area: Handicapped	Limited English Proficiency	Disadvantaged	No Special Needs
Agriculture	705	1.9	.4	5.8	91.9
Distributive Education	292	3.4	.7	4.1	91.8
Health Occupations Education	210	.0	1.4	45.7	52.9
Home Economics Related Occupations	545	2.8	.5	11.9	84.8
Office Occupations	7,298	.6	1.3	6.8	91.3
Trades and Industrial Occupations	2,497	2.8	1.2	12.1	83.8
All	11,547	1.4	1.2	8.8	88.7

Table 7

Employment Status of Former Vocational Education Students
After One Year, by Special Needs Status

Program Area	Number of Students	Percents by Special Needs Status			
		Employed	Military Service	Un-employed	Not in Labor Force
Handicapped	156	32.7	5.8	27.5	34.0
Limited English Proficiency	136	31.6	4.4	26.5	37.5
Disadvantaged	1,013	42.1	3.3	30.8	23.8
Total, Special Needs	1,305	39.9	3.7	30.0	26.4
No Special Needs	10,242	57.7	2.2	19.3	20.8

Table 8

Employer Ratings of Vocational Training of Former Students
Who Were Employed After One Year

Rating	Percents by Area			
	Technical Knowledge (N = 817)	Work Attitude (N = 817)	Work Quality (N = 817)	Overall Rating (N = 817)
Very good	41.2	57.0	50.7	45.3
Good	40.4	31.7	37.1	39.2
Average	16.9	9.6	10.8	13.8
Poor	1.1	1.6	1.2	1.5
Very Poor	.4	.1	.2	.2

Note. Employers rated the vocational training received by an individual in the areas of Technical Knowledge, Work Attitude, and Work Quality. They also provided an overall rating of the vocational training received by the individual as it related to the requirements of his or her job.

Table 9

Employer Ratings of Relative Preparation of Former Students Who Were Employed After One Year

Rating	Percent (N = 817)
Individual is better prepared	58.7
Both are about the same	14.1
Individual is less prepared	1.5
No basis for comparison	25.7

Note. The question asked employers was: "As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?"

Table 10

Occupational Field of Former Vocational Education Students Who Were Employed After One Year

Standard Occupational Classification	Number of Students by Program Area						
	Agri-culture (N=403)	Distrib. Education (N=165)	Health Occup. (N=70)	HERO (N=293)	Office Occup. (N=4,143)	T and I (N=1,352)	ALL (N=6,426)
Pharmacists, Dietitians, Therapists, & Physician's Assistants	1	1	8	1	10	3	24
Health Technologists & Technicians	0	0	4	1	6	6	17
Engineering & Related Technologists & Technicians	1	1	0	3	7	26	38
Sales Occupations, Commodities	39	53	6	52	666	133	949
Clerical Occupations, Except Equipment Operators	31	34	8	77	1,705	113	1,968
Computing & Office Equipment Operators	1	0	0	5	113	12	131
Service Occupations, Except Private Household & Protective	138	55	42	112	1,168	396	1,911
Farm Operators & Managers	81	0	0	6	30	32	149
Construction Trades	17	1	0	1	28	85	132
Transportation & Material Moving Occupations	20	3	0	2	39	72	136
Mechanics & Repairers	35	5	0	0	52	228	320
Precision Production Occupations	6	0	0	5	51	120	182
Fabricators, Assemblers, & Hand Working Occupations	12	5	0	5	67	58	147
Other Classifications	21	7	2	23	201	68	322

Note. Standard Occupational Classifications were determined for all former students who were employed after one year and who provided job information. Only those classifications with 1% or less of the students for one or more program areas are shown, and the remaining students are included under "Other Classifications."

Table 11

Former Students' Evaluation of Their High School Vocational Training

Rating	Percents by Group		
	Males (N = 2,031)	Females (N = 3,653)	Males and Females (N = 5,684)
Very well	27.5	35.7	32.8
Fairly well	38.4	41.7	40.5
Poorly	34.1	22.6	26.7

Note. Former students who were employed after one year were asked: "How well did your high school vocational training prepare you for skills you need on your present job?"

Table 12

Former Students' Evaluation of the Importance of Their High School Vocational Training

Rating	Percents by Group		
	Males (N = 2,153)	Females (N = 3,832)	Males and Females (N = 5,985)
A great deal	21.6	30.7	27.4
Some	29.7	33.3	32.0
Not at all	48.7	36.0	40.6

Note. Former students who were employed after one year were asked: "Do you feel that your high school vocational training was important to you in getting your present job??

Reference

Kim, Y., & Wright, C. E. Selection and validation of the second annual sample for Project SEE. Menlo Park, Calif.: Educational Evaluation and Research, Inc., 1983.

Appendix H

PROJECT SEE
STUDENT EMPLOYMENT EXPERIENCES

REPORT TO FOLLOW-UP STUDY PARTICIPANTS

APRIL 1983

This is a report to participants in Project SEE (Student Employment Experiences). Project SEE has been designed to fulfill a California State Department of Education need for information on the long-term employment experiences of former vocational education students. The major purpose of the study is to find out what happens to former students such as you three and five years after they completed or left high school.

PROJECT SEE IS PART OF A FOLLOW-UP STUDY

Each year a quarter of all the high school districts in California are involved in a follow-up study. Data are collected one year after students complete or leave a high school vocational education program. In 1982, approximately 12,000 former students returned questionnaires. From those about 3,500 were selected to participate in Project SEE. Each year during 1982 to 1984 a group of students are to be chosen to participate in Project SEE. You are a member of the 1983 group.

WE NEED YOU, EVERY SINGLE ONE

Project SEE participants were selected to represent students who returned questionnaires last year. One Project SEE participant will, then, be answering for three or four former high school students who are not in Project SEE. For this reason it is important that you return the questionnaire that will be sent to you nextt year. It is equally important that you keep us up-to-date on your current address so that we can send you the three-year follow-up questionnaire and future reports. And, if you have changed your name, we need to know that, too. So please fill out and return the enclosed form to the Project SEE Office, 530 Oak Grove Avenue, Room 106, Menlo Park, CA 94025. *All* information that you give is confidential and will be used only for follow-up purposes.

ABOUT HALF OF FORMER STUDENTS WERE STILL ATTENDING SCHOOL

One of the questions that you answered on the 1982 questionnaire was whether you were attending school. Results show that 64% of you still attending school one year after you completed or left a high school vocational program. Some differences were found between male and female respondents regarding whether they were still attending school. About 62% of the males were still attending school, while 65% of the females were in school one year after.

FIFTY-SIX PERCENT WERE EMPLOYED

About 56% of former voacational education students were working full-time or part-time one year after high school. An additional 3% were in military service. About 20% were unemployed. The remaining 21% were not in the labor force; that is, not seeking employment because of choice, illness, full-time student status, pregnancy, or other such reasons.

Employment Status of Former Vocational Education Students

	Percentage of Former Students		
Employment Status	**Male**	**Female**	**Total**
Employed	55	57	56
Military	5	1	3
Unemployed	19	21	20
Not in Labor Force	21	21	21

Among those of you who were employed full-time or part-time, about 38% had jobs related to their field of vocational training at high school. The other 62% had jobs not related to their vocational training. This relatively low relation between the field of training and current job will probably change as time goes on. The three-year follow-up will provide the answer.

CLERICAL OCCUPATIONS MOST OFTEN REPORTED ONE YEAR AFTER HIGH SCHOOL

Job information was reported by about 3,500 former students who completed vocational education programs and were working full-time one year after high school. Almost 40% of them had jobs in the field of Clerical Occupations. Examples of Clerical Occupations are secretaries, office clerks, and bookkeepers. Figure 1 below shows the four occupational fields in which a large number of former students had jobs. About 77% of them were working in one of these four occupational fields. The average hourly salary was $5.02 for males and $4.56 for females when the survey was made.

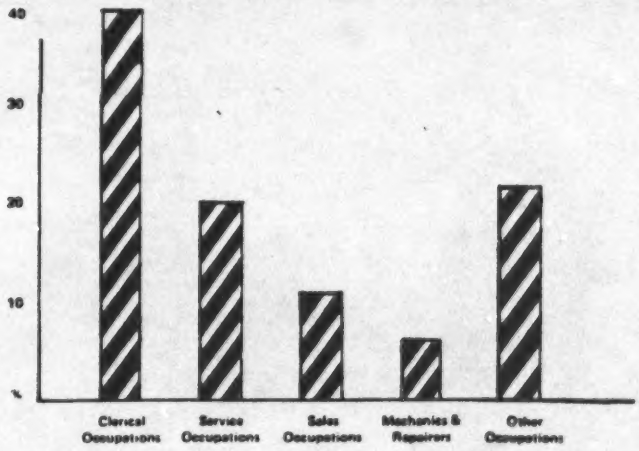

Figure 1: Occupational Field of Vocational Education Students, One Year After High School

FEMALES RATED TRAINING MORE FAVORABLY THAN MALES

About 6,000 former vocational education students reported how they felt about their high school vocational training. They were former students who were working full-time or part-time when the 1982 survey was made. About three-fourths felt that the training prepared them for skills they needed on the job they had. Also, about 60% of them felt that the training was important in getting the job. Females responded more favorably than males on these two issues. The results for males and females are shown in figures 2 and 3.

Figure 2: Responses to the question "How well did your high school vocational training prepare you for skills need on your present job?"

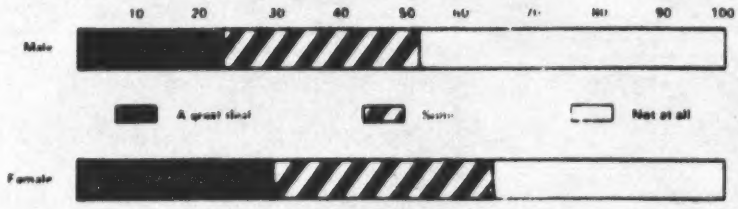

Figure 3: Responses to the question "Do you feel that your high school vocational training was important to you in getting your present job?"

SEVEN PERCENT OF FUSE STUDENTS COULD NOT RECEIVE QUESTIONNAIRES

In 1982 questionnaires were sent to about 20,000 former students. About 1,300 of these (7%) were returned by the Postal Services as undeliverable. Maybe many of you have moved. If you help in providing name and address information using the enclosed form, this should not happen in Project SEE.

More results will be sent to you in the next report to follow-up study participants.

Project SEE Office
530 Oak Grove Avenue, Room 106
Menlo Park, CA 94025

Appendix I
First Mailing Cover Letter Sent to Second Annual Sample to Request Tracking Information

BILL HONIG
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO, CA 95814

April 22, 1983

Dear Vocational Education Survey Participant:

About a year ago, you answered some questions for us in our study of students and employers. You may remember filling out a questionnaire in which you were asked what you were doing and how much money you were making. You were very helpful to us and we want to thank you. You may be interested in the enclosed report which was prepared from findings from the study you helped us with.

The California State Department of Education has started a new study to find out what former vocational education students will be doing three years after leaving high school. Such information is very important to those who make plans and provide money for high school vocational education. Approximately 3,500 former students were selected to participate in this long-term follow-up study, and you are one of them. Welcome to Project SEE (Student Employment Experience).

If Project SEE is to succeed, it is important for us to maintain accurate names and addresses of former students. For this reason, we are asking you to provide certain information at this time. Please fill out the enclosed form and return it as soon as possible. The postage has already been paid. The information will be used only for finding you if you move so that we can send you other reports on the study and the three-year follow-up questionnaire. If you do not wish to answer certain items, simply leave them blank.

Project SEE is a part of our continuing effort to improve the schools in California. We need your help to successfully carry out this study. We thank you in advance for completing the form. You will be helping get better education for those who are now in school.

If you have any questions, please contact Dr. Calvin E. Wright at (415) 325-3254.

Sincerely,

Roland H. Boldt, Administrator
Office of Vocational Education

RMB:bcl

Enclosure

Appendix J

Tracking Information Form Sent to Second Annual Sample

Please answer the following questions.. Then fold and seal. This information will be kept confidential and will be used only for future follow-ups in the California State Department of Education Project SEE (Student Employment Experiences).

1. If your name or address on the mailing label is incorrect, please print your correct name or address below:

Name:
Address (number, street, city, state, and ZIP code):

2. Please print the name and address of a person who will know where to get in touch with you during the coming year:

Name:
Address: (number, street, city, state, and ZIP code):

3. Please give the following information about yourself. If you do not wish to give some of it, leave that part blank.

Date of Birth: _____ _____ _____
Month Day Year

Driver's License Number: _____ State _____

Telephone Number: _____ _____
Area Code Tel. No.

Social Security Number: ___ ___ _____

Thank you very much for your cooperation.

Appendix K

Second Mailing Cover Letter Sent to the Second Annual Sample to Request Tracking Information

Bill Honig
WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

June 6, 1983

Dear Vocational Education Survey Participant:

About a year ago, you answered some questions for us in our study of students and employers. You may remember filling out a questionnaire in which you were asked what you were doing and how much money you were making. You were very helpful to us and we want to thank you.

The California State Department of Education has started a new study to find out what former vocational education students will be doing three years after leaving high school. This new study is called Project SEE (Student Employment Experiences). Such information is very important to those who make plans and provide money for high school vocational education. Approximately 3,500 former students were selected to participate in this long-term follow-up study, and you are one of them. That's why you were sent a form to fill out several weeks ago. So far we have not received the form from you.

If Project SEE is to succeed, it is important for us to maintain accurate names and addresses of former students. That is why we sent you the form and have enclosed another copy. Please fill out the form and return it as soon as possible. The postage has already been paid. The information will be used for finding you if you move so that we can send you the three-year follow-up questionnaire next year. If you do not wish to answer certain items, simply leave them blank.

Project SEE is a part of our continuing effort to improve the schools in California. We need your help to successfully carry out this study. We thank you in advance for completing the form. You will be helping get better education for those who are now in school.

If you have any questions, please contact Dr. Calvin E. Wright at (415) 325-3254.

Sincerely,

Roland N. Boldt, Administrator
Office of Vocational Education

Enclosure